

## **Culture and Heritage Education under RMSA**

**Background:** Cultural and Heritage mapping is an ‘action journey’ undertaken specifically to identify, investigate or reclaim community assets. Culture and Heritage are one of the main ways that humans define who they are. They often express a sense of community and ethnicity. Because culture and heritage convey the spirit of the people who created them, they can help young people to acquire inter- and intra- cultural understanding. The arts are not just multi-cultural, they are transcultural; they invite cross-cultural communication. They teach openness towards those who are different from each other. By putting people in touch with our own and other people's feelings, the culture/heritage mapping teach one of the great civilizing capacities – how to be empathetic.

Making Culture and Heritage mapping a part of the school curriculum would become an added benefit because students would learn to understand and appreciate and in the process find out unique ways of protecting local heritage. Education would become more contextual and children are able to understand local culture and their historical heritage better. Understanding is better as children learn by mapping their own culture and heritage.

The curriculum and the teaching learning process must take into account the life-view and living styles of the communities to which the school going children belong and adapt the content of learning to their needs and aspirations. Severe neglect of the sense of belonging to the community makes the present-day system of schooling uninteresting and even unacceptable to many. Special care would have to be taken to use the local, regional and geographical aspects of Heritage around the school to accommodate the diversity of Indian culture. Besides the school system, other cultural resource centres such as museums, historical sites, documentation centres, research institutions, places of worship, holy sites, pilgrimages etc., should be used to give a proximity to and respect for the living heritages and the regions of India.

**Culture and Heritage: Part of Teaching Learning process:** Under RMSA, the objective is to make culture/heritage education an integral part of the learning process. This has been addressed at different levels: at the school, block and district level. Within the system of the schools, the inputs provided are directed

towards both the teachers and the students. The Teachers are specifically targeted because the teachers have an immense impact on the classroom. The different interventions as approved under RMSA in the Annual Work Plan and Budget, 2011-12 that gears towards culture and heritage education is as under:

- 1. Study Tour within and outside the state:** The aim of the programme has been to provide the students with an opportunity to understand the historical and the geographical nature of their own state and other states. The aim is also help students understand their own culture in comparison to the culture of the other district as well as the culture of other states.

**Example 1:** The state of Madhya Pradesh has proposed in the year 2011-12 for an **eco-cultural study visit to historical places/monuments/national parks/sanctuaries** for students. The programme has been planned for all students in Class IX. The teachers would also be accompanying the students to guide the students on how to understand history through their cultural heritage. Once the students are back in the schools, they would be expected to undertake project work based upon the visited site. This programme has been approved in the current year for 25000 students in the state.

**Example 2:** The State of Meghalaya is the home of three districts tribes, with different languages, culture and customs. The state has proposed **for inter-district visit for the students** so that the students of one district are able to learn and understand the ways of living and the **culture of the different tribes**. The aim of the programme is for the students to understand the diversity in the state to which they belong. This programme has been approved for 1958 students in the current year.

**Example 3:** The state of Nagaland has proposed to acquaint children with the historical places of the state like Khezhakeno in Phek district- a traditional Naga village believed to be the place from where all Naga tribes migrated to different parts of the state, 2<sup>nd</sup> World War Cemetery in Kohima, State Museum, and Naga heritage village at Kisama. This has been approved for 7266 students in the current year.

**Example 4:** The state of Mizoram has proposed for an **activity based learning through an study tour during the year to the neighbouring state of Assam, Meghalaya, Manipur, Nagaland, Kolkata (West Bengal)** to visit important

historical places in the Indian history, botanical garden, zoological gardens, State Museums, Science city, planetarium to enhance the children's knowledge on history, culture, and science. The aim of the state is to provide an exposure to the children to enhance their learning beyond their textbook knowledge and provide a chance to explore the history of India. The children would also be encouraged to express themselves through an essay writing competition on the completion of the trip at state levels and by documenting study tour report. This programme has been approved for 520 students in the current year.

**2. Art/Culture Camps in the school, Block and district level:** The aim of the Art/Culture camp is to learn art and culture in an enjoyable environment and to provide the students with opportunities to exercise their creativity through performance. The aim of the programme is to encourage critical and analytical thinking, help children with problem-solving, and the challenges they'll face as adults. By learning their culture through enactment they learn to see the world through a multi-faceted lens.

**Example 1:** The state of Mizoram has proposed for an art camp at the school level in the current year. The activity of the art camp was designed in a way to enhance learning by doing. Under the activity, those local specific contexts incorporated in the text book like Inhnawk, Inkawibah, and other traditional dances and practices will be taught to the children. The aim of the programme is to provide contextual knowledge to students that will ultimately help in access, retention and quality education. This has been approved for 222 government schools.

**Example 2:** The state of Uttarakhand has proposed to promote their local art and craft by exposing students to local craftsman and experts who are part of the community. Training Camps will be organized in selected school of each block for the duration of 45 days with the help of trainers/local artists provided by district industry department. All the prototype models which will be made in these training camps will be put in art and craft room of the school for demonstration and to make aware of the students with the arts which are on the verge of elimination. This has been approved for 227 blocks in the state.

**Example 3:** Chhattisgarh is very rich in its culture, arts and craft. Pandwani(the musical narrative story telling of epic Mahabharata), Raut Nacha (the local folk dance of Milkman), and folk songs like Cher-chera, Karma songs and folk plays like Lorik-Chanda, Gammat, Chandeni-Gonda are popular folk art in the state. The State had a distinct name for its Tribal craft Like Bell Metal, Bamboo work, Tera-kota work, and traditional silk weaving. The state has proposed to conduct an annual craft fair or *madai* as it is locally called. The children would be involved in learning the local plays and would be performing in the *madai*. Other than this the children and teachers would also document the entire event. This has been approved for 22 districts in the state.

**3. Training of Teachers on Heritage and Culture Education:** If we accept that the main thrust is on linking education with culture and making students aware of the importance of culture in all development programmes, therefore one of the most important interventions under RMSA is to provide in-service training to teachers on Culture and Heritage Education. The training would provide an understanding and appreciation of the philosophy, aesthetics and beauty inherent in Indian art and culture and focus on formulating methodologies for incorporating a culture component, in curriculum teaching.

**Example 1:** Other than providing regular in-service training under RMSA for every Art and Craft teacher under RMSA, special training on Heritage Craft has been approved for 5675 Art/Craft teachers in Tamil Nadu. Poombuhar is a government enterprise for marketing the handicraft in Tamil Nadu and the consortium possesses a net work of artisan and they are tapping the rural heritage talent. With the net work all the available craft instructor in the state will be trained in the local handicraft and the students will be imparted the traditional skill from the main artist. Schools will allot 4 periods per week for the Life oriented education.

**Budget approved in the year 2011-12:** The total budget approved for the Heritage and Culture Education is as under:

Si. no	Intervention	Total Funds Approved (in lakh)
1	Excursion/study trip for students (within the state)	4727.536

<b>Si. no</b>	<b>Intervention</b>	<b>Total Funds Approved (in lakh)</b>
<b>2</b>	<b>Excursion/study trip for students (outside the state)</b>	<b>465.7</b>
<b>3</b>	<b>Art camp /quiz or mela at school level</b>	<b>16.65</b>
<b>4</b>	<b>Promotion of art &amp; craft at block level</b>	<b>45.4</b>
<b>5</b>	<b>Cultural exchange programme</b>	<b>21</b>
<b>6</b>	<b>Performing Art/Craft Exhibition at district level</b>	<b>11</b>
<b>7</b>	<b>Heritage Craft Training for art and craft teachers/Promotion of Heritage and Cultural History Programme at district level</b>	<b>87.32</b>
	<b>Total</b>	<b>5374.606</b>

**Note:** The detailed state-wise intervention is attached as Annexure.

**Annexure 1:****Excursion Visit within the state:**

<b>S. no</b>	<b>State</b>	<b>Excursion/study trip for students (within the state)</b>	
		<b>Target Group</b>	<b>Funds Approved(in lakh)</b>
1	<b>Andaman &amp; Nicobar</b>	4000	8
2	<b>Andhra Pradesh</b>	70681	141.36
3	<b>Assam</b>	231482	462.96
4	<b>Bihar</b>	89210	178.42
5	<b>Chhattisgarh</b>	320618	641.23
6	<b>Daman Diu</b>	3366	6.732
7	<b>Delhi</b>	143311	286.62
8	<b>Dadar Nagar Haveli</b>	4373	8.746
9	<b>Gujarat</b>	13049	26.1
10	<b>Haryana</b>	367929	0
11	<b>Himachal Pradesh</b>	95858	191.72
12	<b>Jharkhand</b>	240300	480.6
13	<b>Karnataka</b>	318953	637.9
14	<b>Kerala</b>	158890	317.78
15	<b>Madhya Pradesh</b>	25000	50
16	<b>Manipur</b>	6565	13.13
17	<b>Meghalaya</b>	1958	3.92
18	<b>Mizoram</b>	2540	5.08
19	<b>Nagaland</b>	7266	14.53
20	<b>Orissa</b>	335144	670.288
21	<b>Pondicherry</b>	10224	20.44
22	<b>Punjab</b>	163662	327.32
23	<b>Rajasthan</b>	6600	13.2
24	<b>Sikkim</b>	6740	13.48
25	<b>Tripura</b>	222	0.44
26	<b>Uttar hand</b>	95182	190.36
27	<b>West Bengal</b>	8591	17.18
	<b>Total</b>	<b>2731714</b>	<b>4727.536</b>

**Annexure 2:****Excursion/study trip for students (outside)**

Si. no	State	Excursion/study trip for students (outside)	
		Target Group	Funds Approved(in lakh)
1	Andaman & Nicobar	500	20.0
2	Chhattisgarh	66	1.3
3	Chandigarh	4880	9.8
4	Daman Diu	500	10
5	Lakshadweep	1294	25.9
6	Manipur	200	4
7	Meghalaya	70	1.4
8	Mizoram	520	10.4
9	Nagaland	110	2.2
10	Pondicherry	200	4
11	Punjab	36351	363.5
12	Rajasthan	660	13.2
	<b>Total</b>	<b>45351</b>	<b>465.7</b>

**Annexure 3:****Art camp /quiz or mela at School/ Block/District level**

Si. no	State	Art camp /quiz or mela at School/ Block/District level	
		Target Group	Funds Approved(in lakh)
1	Mizoram	222	16.65
2	Uttar hand	227	45.4
3	Daman Diu	2	2
4	Manipur	9	9
	<b>Total</b>		<b>73.05</b>

**Annexure 4:****Cultural exchange programme**

<b>Si .no</b>	<b>State</b>	<b>Cultural exchange programme</b>	
		<b>Target Group</b>	<b>Funds Approved(in lakh)</b>
1	<b>Haryana</b>	<b>1050(Students)</b>	<b>21</b>
	<b>Total</b>	<b>1050</b>	<b>21</b>

**Annexure 5:****Promotion of Heritage and Cultural History Programme**

<b>Si .no</b>	<b>State</b>	<b>Heritage Craft Training for art and craft teachers/Promotion of Heritage and Cultural History Programme at district level</b>	
		<b>Target Group</b>	<b>Funds Approved(in lakh)</b>
1	<b>Chhattisgarh</b>	22	2.2
2	<b>Tamil Nadu</b>	5675	85.12
	<b>Total</b>	<b>5697</b>	<b>87.32</b>